Bobbi Jo Williams

Organizing Primary Sources and Personalizing History

Project #2

In this unit on Economics and Community, I will start with a local FIELD TRIP to the business area of our own community. Here the students will interact and interview the local business providers and service providers enabling them to connect locally with what they are about to learn. They will use the photographs and interviews from this field trip to relate it to the economies of other communities of today and from communities in the past.

The students common experiences and critical perspectives in this unit would be dealt with by having them actively become the role of producers and consumers with the HOUSEHOLD ITEMS and own stories of things that they buy or how they earn money. Using their own experiences as consumers or possibly producers, they connect their role in their community to the economy.

PRODUCT ADVERTISEMENTS can be used for students to compare and contrast different times and communities and how the products and goods have stayed the same and changed over the years. Also, they will research the roles of workers in colonial times via the internet and print materials from the classroom to compare them with today’s roles. They will be able to determine that our roles in our community’s economy has changed over time and impacted both the environment and the economy.

<http://www.history.org/Almanack/life/trades/tradehdr.cfm>

<http://www.adflip.com/>

<http://library.duke.edu/digitalcollections/adaccess/>